DOCUMENT RESUME

ED 255 135 HE 018 190

AUTHOR	Brown, Peggy Ann, Ed.
TITLE	Promoting Civic Literacy.
INSTITUTION	Association of American Colleges, Washington, D.C.
PUB DATE	Mar 85
NOTE	21p.
AVAILABLE FROM	Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
PUB TYPE	Collected Works - Serials (022) -- Viewpoints (120) -- Reports - Descriptive (141)
JOURNAL CIT	Forum for Liberal Education; v7 n4 Mar 1985
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Citizenship Education; Civics; *College Curriculum; *College Programs; Higher Education; *Leadership Responsibility; *Liberal Arts; *Public Affairs Education; Social Responsibility; Values Education
IDENTIFIERS	Alverno College WI; Austin College TX; Colgate University NY; College of Wooster OH; Ohio Wesleyan University; Syracuse University NY; University of Alabama; University of Minnesota; Washington College MD; Wofford College SC

ABSTRACT

Descriptions of college programs that integrate civic issues and responsibilities are provided, along with an essay entitled "Liberal Education's Civic Agenda," by Arthur Levine and David Haselkorn. The essay recommends a curriculum that emphasizes such things as basic skills and problem solving, and values and ethics. The program descriptions cover arts and science study to shape students' civic capacities, while others stress practical experiences, such as internships and policy analysis. Programs include: Ohio Wesleyan University's National Colloquium to link the liberal and civic arts; Syracuse University's Center for the Study of Citizenship, Wofford College's leadership theme courses; University of Minnesota's Hubert H. Humphrey Institute of Public Affairs, which includes a seminar on leadership for professionals; Washington College's public policy forums, seminars that focus on values, and faculty discussions and debates. Additional programs at the following colleges are also described: University of Alabama, Austin College, Alverno College, Colgate University, The College of Wooster, Gettysburg College, University of Maryland, Ohio State University, Texas Christian University, and Vanderbilt University. Resource organizations and publications are also described. (SW)

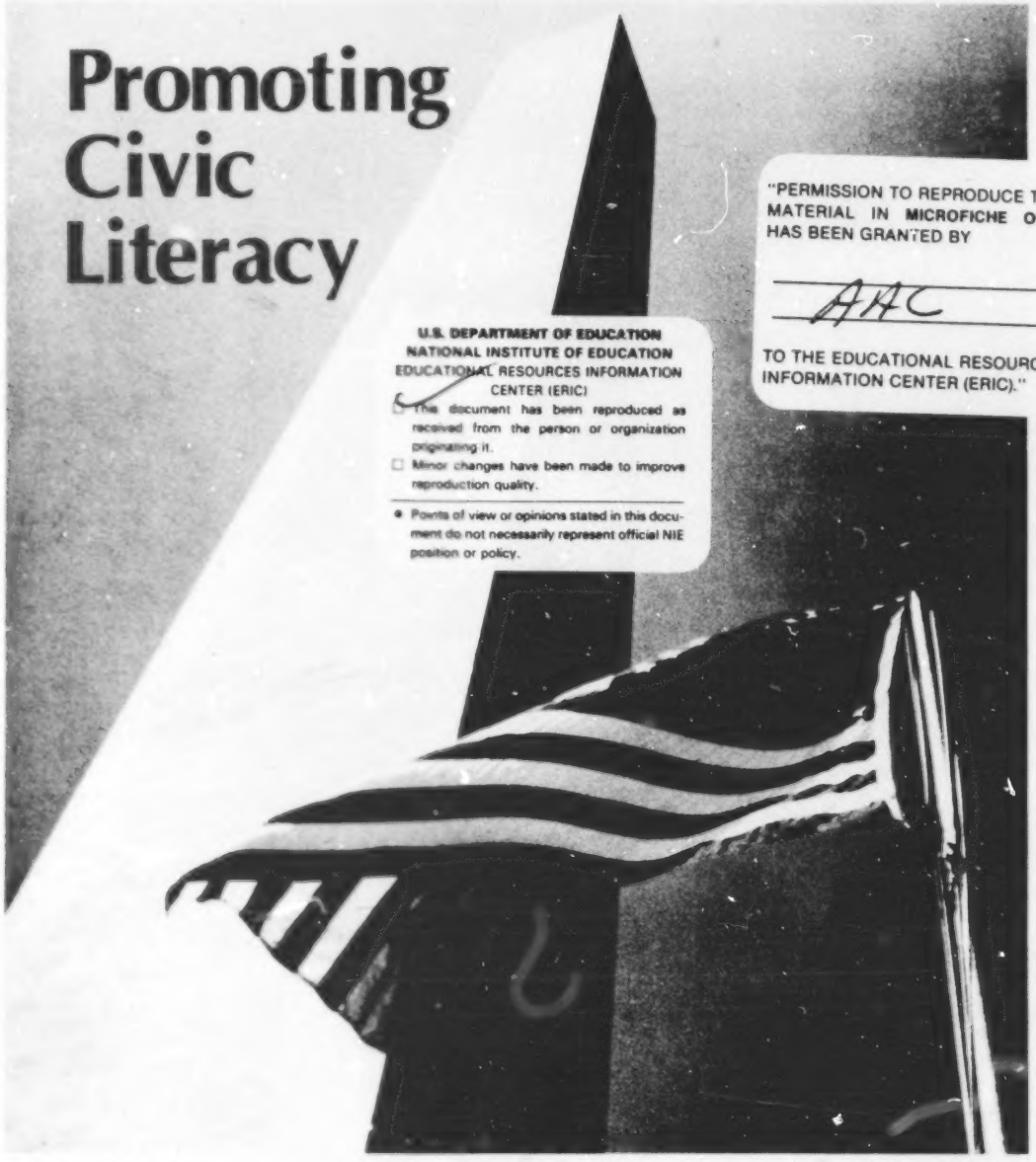
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255135

The forum FOR LIBERAL EDUCATION

VOL. 7, NO. 4 MARCH 1985

Promoting Civic Literacy



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

AAC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE018 190

aac Association of American Colleges

The forum
FOR LIBERAL EDUCATION
March 1985
Volume 7, Number 4

Liberal Education's Civic Agenda
by Arthur Levine and David Haselkorn 2

Ohio Wesleyan University
Linking the Liberal and Civic Arts 4

Syracuse University
An Interdisciplinary Focus on Citizenship 6

Wofford College
Linking Disciplines Through Leadership Themes 7

University of Minnesota
The Humphrey Institute: Preparing for Leadership . . 8

Washington College
Students and Faculty Examine Civic Issues . . . 10

Additional Programs 11

Resources 18

Editor: Peggy Ann Brown

Editorial Assistant:
Nancy Musorafite-Lutz

Contributing Writers:
Ralph Bucksell, Steve Howard, Thomas Prugh, Martha Rosacker

Cover photo by William J. Moriarty

Published six times during the academic year by the Association of American Colleges, *Forum* is available for $18 per academic year for persons at AAC member institutions and $24 for all others. Multiple copy rates available. ISSN 0734-9793.

©1985 by the Association of American Colleges, 1818 R St. N.W., Washington, DC 20009. 202/387-3760.

Promoting Civic Literacy

Developing students' capacities as responsible citizens and leaders has long been a goal of liberal education. Its realization, however, requires more than the inclusion of civic literacy on a list of program outcomes. Faculty membrs must give explicit attention to the skills, knowledge, and perspectives required of an enlightened citizenry.

In the following essay, Arthur Levine and David Haselkorn reflect on the civic illiteracy that plagues many of today's campuses. They recommend combatting students' "meism" with a curriculum that emphasizes such things as basic skills and problem solving, values and ethics, and our common humanity.

The activities described in this issue illustrate how an understanding of civic issues and responsibilities can be integrated into a variety of programs. Some rely on the strengths of the arts and sciences to shape students' civic capacities while others stress practical experiences, such as internships and policy analysis.

Liberal Education's Civic Agenda

by
Arthur Levine, President
and
David Haselkorn, Assistant to the President
Bradford College

- A speaker tells the seniors at a local junior high school that their generation is more self-concerned and money conscious than their predecessors. A student responds saying, "That's not the whole story. We also want corporate vice presidencies, nice clothes, expensive cars, and a pretty wife." The speaker asks the assembled students if this is true. A majority raise their hands.

- A high school teacher tells his honors English class that the book they are reading, *The Odyssey*, is about heroism. He asks the class who their heroes are. An embarrassed loud silence follows. Finally after much prodding and soul searching the class names two people—Red Sox slugger Carl Yastrzemski and actor Sylvester Stallone.

- Following the airing of the film "The Day After" about the consequences of nuclear war, the students at Bradford College are polled about their future. One-third expect to die in a nuclear holocaust. Another third think such a death is possible.

For the past two years, the nation has been inundated with reports of prestigious commissions and research groups calling for educational reform. Their recommendations have generally cited the need for higher standards in the schools, improvement of student skills in the three Rs, more emphasis on science and mathematics, better preparation for the job market, and the like. On the whole, the reformers' concerns have been preparing students for survival in today's economy, and marshalling America's brain power

for competition in today's world. Notably absent in the majority of the reform tracts has been a strong concern for educating young people for full participation in our society.

Now the reform juggernaut is reaching our nation's colleges with several major studies examining the state of the baccalaureate out or underway, including: the National Institute of Education's *Involvement in Learning;* the National Endowment for the Humanities' *To Reclaim a Legacy;* the Association of American Colleges' *Integrity in the College Curriculum;* and the Carnegie Foundation for the Advancement of Teaching's forthcoming study of undergraduate education. Thus, the theme of this issue of *Forum* could not be more timely. For the pervasiveness of civic illiteracy and indifference among the young poses questions that go to the root of education's role in a democracy.

The statistics are disturbing. Standardized tests repeatedly show unacceptably low levels of civic knowledge among teenagers. For example, only half of all seventeen-year-olds know that each state has two senators. Less than 20 percent of that group understand the significance of the Supreme Court's Brown v. Board of Education's decision declaring separate schools for different races inherently unequal.

According to national surveys, today's college-age youth believe all social institutions—from churches and schools to government and corporations—are at least somewhat immoral or dishonest. Only one youngster in twenty thinks he can believe everything government has to say. A majority report that it is not important to keep up with political affairs. And a plurality say that people only look out for themselves and will take advantage of others if they can.

These are the symptoms; the problem is much larger. Alexander Astin has recently called our attention to the national trend toward materialism among the young. In a very real sense today's young people have embraced "a Titanic Ethic."

They are optimistic about their personal futures but pessimistic about our collective future. There is a sense among young people that they are passengers on a sinking ship called the United States or the world. Fatalism and fear of becoming one of the victims is widespread. And there is a growing belief among young people that if they are being forced to ride on a doomed vessel, they owe it to themselves to look out for number one. This translates into a rising tide of self-concern and a growing rejection of the common civic agenda.

A Response

As a democratic society, these are conditions we cannot accept. Today's young people are in need of education that teaches five things.

1. Knowledge about the world in which they live
2. The skills to function in that world and to change it for the better
3. Efficacy as individuals and citizens
4. Responsibility to others and for the future
5. Hope about the potential of tomorrow

Historically, this has been the agenda of liberal education. Throughout this century there have been creative and exciting programs that taught well the lessons of civic education. Alexander Meiklejohn's Experimental College at the University of Wisconsin (1927-1932) and Joseph Tussman's College at Berkeley (1965-1969) are two powerful examples. Studies concentrated on a small number of critical moments in history such as Periclean Greece and Federalist America. The focus was the perennial human concerns, issues such as war and peace, and freedom and responsibility. Writing and discourse were at the heart of the programs. Students read the great civic texts.

Columbia University's Contemporary Civilization is another example. A product of a 1917 orientation course on "war issues" and a post World War I class in "peace issues," Contemporary Civilization, with changing readings, core curricula, and pedagogies, has for 66 years focused on the social, political, and economic agenda of the times. It remains a landmark in demonstrating general education's place in higher learning, as well as its capacity to prepare students for the world in which they live.

Today, courses of this sort are undergoing a revival. A recent survey by the American Council on Education shows that more than half of the nation's colleges and universities are considering the addition of new general education requirements.

The need for such courses is great. The promise is enormous. The quality of civic preparation might be enhanced if such courses taught students several important lessons.

"Current students need to learn that they are the future....For good or for ill, no matter what it is they choose to do, their acts and deeds will make a difference."

First, current students need education that teaches them basic skills, problem solving, and discrimination (how to identify the drivel, exaggerations and the untruths we hear and read each day). These skills are essential for an estranged generation weak in the 3Rs and already mired in cynicism.

Second, they need education which emphasizes our common humanity—the bonds that join all people—and which is concerned with the common problems we all face and the ways that we together can solve them. Studies in human heritage, global perspectives, groups and institutions, science and technology, communications, and the other experiences that connect all human beings are parts of such a curriculum. They have the po-

tential to mitigate the self-concern that more than any characteristic stands out in this generation.

Third, current students need education which stresses issues of values and questions of ethics. For a pragmatic, competitive generation with a Titanic Ethic, this is essential.

Fourth, they need education which emphasizes service to others. Internships, service projects and field experiences could make a real difference to a generation pessimistic about the future and feeling impotent about its potential to alter the shape of tomorrow.

Fifth, and finally, current students need to learn that they are the leaders of tomorrow. They need to be shown that the Titanic Ethic and its associated "me-oriented" philosophy of looking out for number one are wrong.

They need to recognize the consequences of their meism. They need to see that meism, though common to all communities, is an attitude shared by the lonely. It separates people, one from the other. In the extreme, meism robs them of their ability to see common problems and to work together for common solutions. The problems grow worse and the people come to feel victimized, viewing the problems as a form of personal harrassment. Their feeling of impotence grows and apathy increases. All in all, it is the classic prescription for poisoning a democratic society.

Current students need to learn that they are the future. For good or for ill, no matter what it is they choose to do, their acts and deeds will make a difference. Perhaps not in the sense of molding public policy, though members of this generation will. But much more fundamentally in terms of the many lives everyone of them will touch.

They need to learn that making a difference is their birthright. They must not trade it for a luxury cruise on a doomed ship. Tomorrow requires optimism, hope, and dedication. Today's students have to be the people who will make that commitment; no one else can.

Thomas Jefferson once wrote, "I know of no safer repository of the ultimate powers of society but the people themselves. And if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion." This is the urgency and this is the challenge for liberal education today.

Ohio Wesleyan University

Linking the Liberal and Civic Arts

Currently in its pilot year of operation, Ohio Wesleyan University's National Colloquium attempts to link the liberal and civic arts by focusing on a single "life shaping" theme each year through a variety of activities. The National Colloquium incorporates seminars, guest speakers, and student projects in its examination of each year's topic. The theme for the 1984-85 academic year is After Hiroshima: Life and Death in the Nuclear Age.

"The civic arts," says David L. Warren, president of Ohio Wesleyan and creator of the National Colloquium, are "those skills which a citizen needs in order to act responsibly in the twentieth century. At the very least, those skills should involve the ability to handle a substantial amount of information that may very well be in conflict with itself. The National Colloquium is in part designed to require, encourage, and demonstrate to students that knowledge, values, and skills can be developed by looking at a very important question."

The National Colloquium begins with a fall Prologue Assembly, a community-wide activity that introduces the year's theme. Novelist John Hersey helped set the tone for this year by responding to a student panel's questions about his visit to Hiroshima in 1946 and the writing of his book on the subject.

Master Seminars Cut Across Disciplinary Lines

The National Colloquium's curriculum component is the Master Seminar. Faculty members from the various university divisions develop and teach different sections of the Master Seminar, with each course presenting a different perspective on the colloquium's theme. For example, students in the section titled Nuclear War: Religion's Responses, examine theological arguments on the morality of nuclear weapons. The image of nuclear disaster in art, literature, and film is presented in The Apocalyptic Imagination. The Development of U.S. Nuclear Strategy, 1945-1968 discusses the strategic theories and bureaucratic politics that lead to the development of national security policies. Students analyze ethical issues and arguments in Philosophical Perspectives on War in Our Nuclear Age.

Master Seminar students in all sections read John Hersey's *Hiroshima*, Robert Kennedy's *Thirteen Days* (about the Cuban missile crisis), and *The Nuclear Almanac*, prepared by the faculty of the Massachusetts Institute of Technology. In addition, each freshman, whether enrolled in the colloquium or not, is required to read *Hiroshima* in his or her English composition course. Students in the National Colloquium also attend cocurricular activities, including a photo essay exhibit on Hiroshima, a presentation of Durrenmatt's play *The Physicists*, and such films as *The Decision to Use the Atomic Bomb* and *Doctor Strangelove*.

Nearly a dozen visiting scholars, writers, and others lecture each semester in the National Colloquium's Speakers Series, which is required of all students taking the Master Seminars. A discussion period follows each presentation. The weekly series is designed to complement the Master Seminars and has included Max Dresden, professor of physics at SUNY-Stony Brook and participant in the Manhattan Project; John Scali, who conducted secret conversations with the Soviets for President Kennedy during the Cuban missile crisis; Ronald Carstens, director of the humanities program at Ohio Dominican College, discussing the Catholic Bishop's

Pastoral Letter on the nuclear issue; and Paul Tibbets, pilot of the Enola Gay, the plane that dropped the atomic bomb on Hiroshima in 1945.

The Speakers Series allows students and speakers to discuss together the complex issues relating to the nuclear question. "The exchanges have been lively and direct, but there has also been a degree of restraint," Warren says. "Students, faculty, and townspeople have appreciated the fact that speakers have been willing to cooperate and talk as candidly about their views as they have. Many speakers have commented on how thoughtful they thought the students' questions were and how pleased they were to see the whole gamut of opinion expressed—left and right, traditional and nontraditional, conservative and progressive. The students are really being challenged to sort out the range of opinions."

In the fall semester students begin to formulate their special projects for presentation at the colloquium's Spring Symposium. The project can take the form of an essay, videotape, film, poem or series of poems, sculpture, painting, or other medium. A final examination following the fall Master Seminars gives students the opportunity to take a position on the nuclear question, then argue an opponent's position and footnote it with reference to speakers, films, and books studied during the semester. Says Warren: "For most students this is new territory. So few students have participated in an educational process that requires them to link what they are doing on campus with the events beyond it. The colloquium offers a mechanism for linking the civic and the liberal arts, and students are awakening to their potential."

Symposium Gives Final Focus to Year's Topic

The Spring Symposium serves as the "capstone event" of the National Colloquium, according to Warren. The three-day symposium intersperses lectures, panel discussions, and keynote speeches with public presentations of students' special projects. Speakers such as Robert J. Lifton and Helen Caldicott are among those scheduled for Ohio Wesleyan's first Spring Symposium in April 1985. "In an intensified, abbreviated period, students, faculty, employees, and people from the community will have a chance to hear a wide range of opinions," says Warren.

It is also an opportunity for students in the National Colloquium to become speakers themselves, through the presentation of their educational projects. According to Warren, many students will choose to present essays at the first Spring Symposium, but several have banded together to make a videotaped documentary. One student is writing a poem, while another is preparing materials that could be used from the pulpit. "The students will present their best work," Warren says, "and be participants on an equal footing with the other, more well-known, individuals."

All aspects of the National Colloquium are open to the community at no charge. "One of the strengths of the National Colloquium is that it allows 18-to-22-year-old students to be in conversation with persons 40 or 50 years older than they," says Warren. "For example, when Paul Tibbets, commander of the Enola Gay, talked about dropping the bomb on Hiroshima, there were any number of individuals in their 60s and 70s in the audience who could remember exactly where they were and what they felt when they heard the news. It was fascinating for students to be caught up in that discussion."

To initiate the National Colloquium, Warren raised $125,000 in spring 1984 from alumni and several small foundations. He estimates the program needs approximately $100,000 per year, most of which pays the honoraria and travel expenses of the visiting speakers.

"So few students have participated in an educational process that requires them to link what they are doing on campus with the events beyond it. The colloquium offers a mechanism for linking the civic and liberal arts, and students are awakening to their potential."

National Colloquium faculty meet during a series of weekend seminars to develop their curriculum and evaluate the program. In addition, they tutor each other across disciplinary lines, prepare course material, and visit one another's classes. Warren says, "It has been exciting to watch the faculty interact. Many report that the colloquium is the most exciting intellectual enterprise they have been involved with in a long time. The degree to which we can make the program interdisciplinary is going to be a measure of our success."

The Ohio Wesleyan faculty have unanimously selected Promise and Peril: Population, Environment and Human Values as the theme for the 1985-86 National Colloquium. Warren hopes that the faculty will approve the topic of the Constitution's bicentennial for the 1986-87 year. Future plans include offering colloquium courses to parents and a "road" version for alumni.

While one-third of the university's 1,500 students were enrolled in the colloquium in fall 1984, Warren wants to make the program a requirement for all undergraduates. "The National Colloquium is an idea in the best traditions of the liberal arts," says Warren. "It is a way to build the bridge back into the world of civic arts, and we are excited to be part of the process of that construction."

For more information, contact David L. Warren, President, Ohio Wesleyan University, Delaware, OH 43015. 614/369-4431. —*S.H.*

Syracuse University
An Interdisciplinary Focus on Citizenship

Scholars in law, history, political science, and medicine, among other fields, come together in Syracuse University's Center for the Study of Citizenship to consider such questions as "is civic education possible?" and "how do methodological controversies in social science and philosophy relate to civic issues?" Established in 1984, the center is "first of all a collegium," says Director Manfred Stanley, who describes center scholars as "concerned with how their work is understood in the context of a democratic society."

Center activities revolve around an interdisciplinary examination of current civic issues, including the role of expert authority in a democracy, and the relevance of classical civic terms such as polity, civic virtue, and citizenship. The center also coordinates a Concentration in Social Foundations of Public Policy, which challenges students from doctoral programs across the university to confront the historical, cultural, and sociological aspects of public affairs.

The center's placement in Syracuse's Maxwell School of Citizenship and Public Affairs is no accident, says Stanley, who is also a professor of sociology. Founded in 1924 by a businesssman concerned with the "general state of students and their understanding of citizenship," the school houses the university's social science departments, public administration and international relations degree programs, and interdisciplinary research in health studies, metropolitan studies, and social and political psychology.

Two approaches to civic education have long characterized the Maxwell School and are reflective of the United States' political history, according to Stanley. First is the position that "democracy will not work unless all people are educated in what it means to be a citizen." The second approach emphasizes the need for the "training of a democratic elite who understand how to manage properly and rationally an increasingly bureaucratized government." What was missing from these approaches, says Stanley, was "a vigorous effort to integrate into the social sciences a set of questions that have to with teaching any discipline from a civicly educated point of view." He created the center to meet this need.

Research In Civic Education

Stanley stresses that the center's interest in civic education is not an effort to "teach people to be better citizens." Rather, center scholars are first concerned with "how we can be both professional academics and citizens in the manner we practice education," says Stanley. "The initial goal is 'physician heal thyself.'"

A group of center faculty members meets every two weeks in a seminar devoted to discussing the center's interests from various disciplinary perspectives. Attention is given, according to a brochure, to the "adequate criteria for civic literacy . . . , connections between liberal arts and political practice, and educational innovations needed to make these connections apparent." Participants share their research on such topics as collective choice theory, the recruitment of political candidates, and the ideology of urban planners in the twentieth century.

Both faculty members and students benefit from the center's conversation series. Center Conversations bring approximately 35 scholars and students together with a person who has "either produced a major work of scholarship or advocacy in issues of interest to the center or who has lived an exemplary life of practice," says Stanley. Participants meet with center guests in a retreat setting for a day-long discussion of their work. Guests have included Benjamin Barber, author of *Strong Democracy*, and Robert Payton, president of Exxon Education Foundation and author of a monograph on philanthropy in American moral and political culture.

Interdisciplinary Ph.D. Concentration

Center scholars also serve as mentors in the Concentration in Social Foundations of Public Policy. Stanley calls the concentration an intensive program that forces doctoral students to acquire an awareness of how their own and other disciplines relate to civic issues. It is a dual curriculum program, requiring completion of a disciplinary Ph.D., as well as the concentration.

Center students are not necessarily planning careers in public administration. Stanley offers the following analogy to explain their interest. "Students often enter medical schools with vague ideals about wanting to help people," he says. "They soon get ground up in a type of training in which issues pertaining to health and illness and the larger society are abandoned in favor of tight specialization." Liberal arts and science students may have a similar experience, says Stanley. They begin "graduate school with real ideals" but become specialists in their fields without ever encountering these ideals again.

"We provide an opportunity for students not only to be a part of a particular, professionalized discipline but of a collegium composed of faculty and students from other departments," says Stanley. "If you survive it you will be toughened, know how to translate ideas and ideals into research questions, and have an esprit d'corps that you otherwise would never have."

The concentration includes three required courses: Constitutional Law, Foundations of American Political Thought, and Social Foundations of American Public Policy in the Twentieth Century. Students pursue one of ten specialized tracks, including political and social theory, history of American society, and religion and social reform in American public life. They also must complete the social foundations section of the Ph.D. comprehensive. Ten students are currently pursuing the concentration.

Stanley acknowledges that the center has not yet had

an impact on undergraduates. He views the scholars' interdisciplinary efforts as appropriate groundwork for affecting both new and existing courses in the Maxwell School.

Stanley stresses that the center's interest in civic education is not an effort to "teach people to be better citizens."

The center faculty also have taken preliminary steps towards extending their impact beyond the campus. Believing that local history contributes to an understanding of citizenship, Stanley is working with the Regional Conference of Historical Agencies in New York State to mediate scholars' contact with local communities and historical societies. "Every town, community, and organization lives the process of citizenship," says Stanley. "Local history offers a microcosm of how the grand processes—the creation of the federal government, the emergence of capitalism, etc.—were acted out by real people in the past. Local history can restore people's sense of their own history making."

In 1986 the center and the Regional Conference of Historical Agencies will sponsor a campus forum on the perspectives local history offers to liberal arts, professionalization, and citizenship. Regional meetings will follow on what professionalization means in a democratic, political culture.

Stanley believes that the center's research and local history activities offer models for relating disciplinary knowledge to the concerns of the citizenry. "An unconscious aspect of the Maxwell School has always been the link between theory and ideas and the broad questions of practice," says Stanley. "The center makes this more explicit." —*P.A.B.*

For more information, contact Manfred Stanley, Director, Center for the Study of Citizenship, The Maxwell School of Citizenship and Public Affairs, Syracuse University, 216 Maxwell Hall, Syracuse, NY 13210. 315/423-2126.

Wofford College

Linking Disciplines Through Leadership Themes

Commenting on Wofford College's campaign to revitalize its original mission of educating civic leaders, Larry T. McGehee, vice president for development and professor of religion, believes the renewed emphasis on community sprung from the institution's ideological argument with the "me-decade" syndrome. "We were very concerned that students had pulled back into themselves—had become career-oriented and self-centered," he says.

This attitude, McGehee maintains, is not in keeping with Wofford's past. "If you look at our history, you can see that a predominant number of South Carolina's civic leaders—senators, judges, lawyers—have been Wofford graduates," he says. "This is something we are very proud of, but," he adds, "we realized we had to find ways of keeping the tradition alive." Such a tradition, McGehee stresses, does not come about solely by chance. "We decided that leadership production will not naturally arise from doing a decent job of teaching the liberal arts," he says. "It is something that takes a conscious effort."

To make that effort apparent to students, faculty and administrators chose the January or interim term as a vehicle for heightening civic consciousness and campus community. "We operate under a four-one-four calendar," says McGehee, "and the interim term gives students the chance to concentrate on one elective course during January."

For faculty, the interim is an opportunity to try out new courses and to experiment with new teaching styles that are not a part of the regular structure. McGehee admits that although the system has worked well since its implementation in the early 1970s, the relationship among the interim courses had never been very clear. "What we had," he says, "were 60 professors teaching courses in their respective disciplines, usually without any connection to one another." The emphasis on civic literacy provided a unifying thread. In 1983 the faculty on the interim term committee identified nine courses relating to leadership, and in January 1984, the professors of these courses presented their separate disciplines under the common theme of "The Nature of Leadership: The Use and Abuse of Power," connecting their teachings through shared films, speakers, and discussion groups.

An Interdisciplinary Approach

With increased faculty interest in the interim theme, the number of courses rose from nine to fifteen in January 1985. Maintaining the "use and abuse of power" focus, the interim faculty committee met during summer and fall 1984 to discuss the relationship of their disciplines and to choose relevant films and speakers. Courses centered on a broad range of topics in such fields as history, theology, sociology, and science.

The Last 40 Years allowed students to explore the American scene from 1945 to the present, covering a decade a week. Students were required to read three books over the winter break and be prepared to discuss them. Each week, students had to turn in a short paper, usually corresponding to the decade in review. Paper topics focused on aspects of such significant occurrences as the Black Panther Movement and the Vietnam War. Lectures by faculty experts dealt with subjects that have affected the U.S. directly or indirectly, such as the nature of Islam

and the progress of contemporary Africa. Another interim theme course, Artificial Intelligence, posited the notion that technocrats will be the future powerholders in our society. Giving students an introduction of the computing field, the course probed the ethical and philosophical implications of intelligence viewed as mechanical.

Professors use extracurricular films and lectures to illustrate the shared theme. "We try to teach leadership through biography," says McGehee, noting that films shown have included *Ghandi* and *A Man for All Seasons*, and lectures have focused on such civic personages as John Wesley and Martin Luther King. These events are usually followed by discussion in which all interim theme group students are invited to participate.

Taught like regular classes, most of these courses require outside readings and research papers in addition to attendance at films and lectures. "I think students in the theme courses are highly motivated, given the extra work involved," says McGehee, who notes that while the regular interim courses are taken on a pass/fail basis, some theme courses have an honors category. This year, 120 theme-course students were involved in a Simulated Society (SIMSOC) program, an extracurricular exercise which charged them with designing a Utopian community—another way of practicing their leadership skills.

Although McGehee admits that many students shy away from theme courses because of the involvement they entail, he is reluctant to advocate bringing all interim courses under one heading. "If we inflated the theme into something all-encompassing, I think we could be getting into fadism, trying to bend things too much to fit the theme," he says. "Right now, the theme is rather low-keyed and fits in naturally. We have presented the theme, and even the non-participating students know it is there—that in itself is bound to have some consciousness-raising effect."

"First you must understand the idea of civic duty, and then apply it in your own life and your own community."

In addition to the theme courses, Wofford staff and administrators have continued the drive to perpetuate civic awareness through meetings with other colleges and universities. "We have also been in touch with area secondary schools," says McGehee, "and are contemplating inviting teachers to attend a 1986 faculty/administrator retreat to discuss ways of helping one another, perhaps initiating teaching exchanges." Wofford also tries to promote civic responsibility through its Student Volunteer Service course, which places students as aides in various community service organizations.

McGehee stresses that the term "civic literacy" embodies action as well as knowledge. "First you must understand the idea of civic duty, and then apply it in your own life and your own community," he says. McGehee believes the interim theme group and other efforts are necessary to keep the civic spark alive: "Community is very important to us," he says. "If we cannot keep looking to our institution for that sense of community—then we have lost our mission." —*N.M.L.*

For more information, contact Larry T. McGehee, Vice President for Development and Professor of Religion, Wofford College, Spartanburg, SC 29301. 803/585-4821.

University of Minnesota

The Humphrey Institute: Preparing for Leadership

The Hubert H. Humphrey Institute of Public Affairs, the University of Minnesota's school for public policy education, is a multi-level resource providing skill development and guidance to students, public affairs practitioners, and the community through graduate studies, professional seminars, and public programs. Funding for these various programs comes from several sources, including state appropriations, earnings on the permanent endowment to the institute created by friends and associates of the late Senator Humphrey, and grants for specific research projects.

Commenting upon the importance of civic literacy for the common good, Associate Dean Royce Hanson notes that such literacy is not always a natural possession of public officials. "I think we can observe," he says, "that there are people who, while professionally competent in many areas, lack civic competence. By that I mean they are unable to translate their knowledge into public policy." He maintains that the skills imparted to institute students are essential to the development of leadership. "Our objective at the Humphrey Institute," he says, "is to provide excellent education for civic responsibility—helping people to gain the analytical and process skills that make them effective and ethically conscious participants in the public arena."

The institute's bulletin cites four broad activities as its major means to achieving that goal: preparing students for participation in public affairs in the public, private, and independent sectors; aiding public policy professionals in their intellectual and ethical development; serving as an interdisciplinary center for public affairs research; and providing citizens with information on vital national and international issues.

Graduate Studies—Creating Foundations for Leadership

The institute offers two graduate degrees, the master of arts (M.A.) in public affairs and the master of planning

(M.P.) in public affairs. A professional degree, the M.P. qualifies graduates for associate membership in the American Institute of Certified Planners. Both M.A. and M.P. students are required to complete an 18-credit core curriculum, consisting of two quarters each of three courses. Policy Process focuses on political and economic forces influencing public policy, as well as the theories and practices of organizational management; Policy Analysis examines such topics as public finance, microeconmic analysis, and decision theory; and Quantitative Methods in Public Affairs and Planning gives students statistical skills to understand areas such as probability and frequency distributions.

"In the common core courses we try to integrate or bridge the different sorts of disciplines and skills that people need to participate in public affairs," says Hanson. "Students need to understand how the political system and the economy work, develop analytical techniques for assessing performance of programs and policies, and learn quantitative skills to understand and even participate in strategies such as performance measurement."

Each student must complete a minimum of 18 credits in a primary concentration and 12 credits in a secondary concentration; one course in each concentration must be a workshop or seminar. Concentrations include management of public and nonprofit organizations; planning; policy analysis; economic and community development; technology, energy, and environmental policy; and foreign policy and international affairs. The dual concentrations, says Hanson, are necessary to provide insights on several issues. "The faculty believe that there is more than one side to a well-turned public affairs professional," he says. "One of the attractions of our program has been its flexibility; students can learn from exposure to a variety of perspectives."

Flexibility also exists in assignments. Moving away from the traditional master's thesis, the institute instead requires students to complete two projects, called Plan B papers, through which they must demonstrate their analytical, persuasive argument, and effective writing skills. "Plan B papers are an attempt to get students to engage a topic in a professional way," says Hanson. He notes that paper subjects are as diverse as students' interests, ranging from analyses of environmental problems to case studies of the legislative process. Students are evaluated continually during their two years through papers and tests; an oral comprehensive examination conducted by the student's adviser and two other faculty members completes the program.

In addition to theory preparation, students are exposed to real-world practice through internships. Students are required to fulfill a full-time internship of at least three months in order to apply their academic skills, develop their confidence, and build professional contacts. Hanson maintains that there is no such thing as a typical internship, stating that students' positions "run the gamut" of public policy experiences. Students have interned with the Congressional Budget Office in Washington, D.C., the Minnesota Department of Public Welfare, and the Task Force on the Australian Peace and Development Research Institute.

Professional Programs: Sustaining Leadership

Another facet of the institute's offerings is its Education for Reflective Leadership program, designed to help mid-career professionals moving into top-level positions clarify their ethical perspectives and connect them with policy issues. The main vehicle of the program is the 30-week Leadership in Public Policy Seminar, which, says Hanson, encourages practitioners "to reflect on their experience and try to understand something about the techniques and styles of leadership in a democratic society."

Divided into three quarters, the seminar first examines leadership as a phenomenon and the roles leaders play in devising public policy. "The emphasis," says Hanson, "is on what James MacGregor Burns calls 'transformative leadership'—leadership interested in making major changes." The second quarter focuses on emerging policy problems, asking the participants to apply their knowledge and experience to developing solutions.

In the seminar's last quarter, participants examine a subject in depth (such as international human rights), presenting it to the class along with a strategy for dealing with it. Seminar topics—nuclear disarmament; law, justice, and the common good—are deliberately broad, says Hanson. "The idea is that as you move up in status and power and responsibility in public life, increasingly your job is not to figure out the fine points of a question, but to put pieces together to handle large problems and issues—that is what leadership is all about."

Other programs available for experienced practitioners are the Hubert H. Humphrey North-South Fellowship Program (administered by the Institute of International Education) which brings men and women from developing countries together to enhance their particular skills and discuss common concerns; Leadership in Education Seminars for St. Paul public school teachers and administrators; Women and Leadership Seminars; and Public Officials Seminars for legislators and other elected officials.

Research and Outreach: Nurturing Leadership

Anticipating critical issues which seem certain to affect public policy in the coming years, institute faculty and student assistants conduct major research and analysis projects on topics of both national and international scope. Among the current projects are studies of the future of the North American granary, prospects for peacemaking, and comparable worth employment policy.

Bringing such policy concerns to the attention of the community, the institute's Community Outreach and Service Program offers public forums, conferences, and lectures. In fall 1985, the institute will run a major national conference on the Future of the American Labor Movement. Local policy concerns are addressed on a weekly basis through Minnesota Issues, a public affairs program hosted by an institute faculty member and broadcast both commercially and on public channels.

"...as you move up in status and power and responsibility in public life, increasingly your job is not to figure out the fine points of a question, but to put pieces together to handle large problems and issues—that is what leadership is all about."

Says Hanson: "You have to remember that in Minnesota, there are more people interested in public policy per square foot than in any other place on earth! We get very positive responses for almost everything we do."

—*N.M.L.*

For more information, contact Royce Hanson, Associate Dean, The Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, 909 Social Sciences, 267 19th Avenue South, Minneapolis, MN 55455. 612/376-3551.

Washington College

Students and Faculty Examine Civic Issues

Attention to educating citizens has always been an underlying focus of the 700-student Washington College, according to Dean Barbara Mowat. This mission extends back to the college's establishment in 1782, as illustrated in a letter by the founder: The college, he wrote to George Washington, is to be dedicated to "instructing and animating the youth of many future generations to admire and to imitate these public virtues and patriot-labours which have created a private monument for you in the heart of every citizen." With the inauguration of Douglass Cater as president in 1982, civic literacy has become a more explicit campus theme, says Mowat, and is reflected in activities for students, faculty, and the community.

Two new programs for students embody Cater's interest in promoting civic literacy. The President's Forum is an opportunity for a small group of students to meet with campus guests to consider public policy issues. The Freshman Common Seminar provides a more structured discussion of "the great, enduring questions of human life." In fall 1984 the college received a grant from the Exxon Education Foundation to support these activities.

In the President's Forum, between 15 and 20 students meet for informal conversation with visitors on campus to give public lectures or participate in other activities. According to Sherry Magill, executive assistant to the president, the forums allow students "to interact with distinguished guests in a small setting" as opposed to asking questions in a large audience. Students receive invitations to the approximately two-hour long forums after expressing their interest in writing to Cater.

Forum topics are dictated by the guests' interests. For example, when Supreme Court Justice Sandra Day O'Connor received an honorary degree, she spoke about the impact a single individual can make on major court decisions; the subsequent forum followed the same theme. Other forum participants have included Lady Bird Johnson; Congressman Richard Bolling; and Seymour Topping, managing editor of the *New York Times*.

The forums are popular with students, reports Magill. Although she considers the program to be in the experimental stage, she does not want to make it so rigid as to lose the informal, intimate quality of the discussions. In the future, readings written by the guests or on topics of interest to them may be more regularly distributed before the forums.

Seminars Focus on Values

In contrast, readings are an important facet of the Freshman Common Seminar. Top freshmen, as determined by high school grades and class standing, meet in roundtable groups of 15 with a faculty moderator to debate issues related to the theme of "current conflicts in human values." Sixty students participated in fall 1984. For the first seven weeks of the semester, they explored perspectives expressed in articles and essays on euthanasia, genetic engineering, and environmental hazards. Students do not receive credit for the elective seminar, although participation is recorded on transcripts.

Citizenship has always been the seminar's underlying theme, says Mowat, who emphasizes that this does not mean direct study of politics. Rather, she says, it "is an attempt to introduce students to the values issues that are currently being debated, help them learn that they need to consider both sides of an issue, and prepare them to discuss articulately how they feel about issues." While previous seminars have focused on issues outside students' immediate concerns, the fall 1985 seminar will emphasize the shifting values of the family and the impact of the sexual revolution. Faculty members also are considering opening the seminars to all freshmen.

Because the Freshman Common Seminar is Socratic in style, the instructors strive to "stimulate discussion and to moderate the debate" rather than lecture or invoke their authority, according to a program description. Fifteen faculty members have served as moderators since the seminar's introduction in fall 1983. They are alumni of the Wye Faculty Seminar, a summer session on "citizenship and the American polity" for faculty from small liberal arts colleges. The Wye seminars, according to Magill, introduce a teaching style that few instructors have tried in their classrooms.

The Wye Faculty Seminar began with a conversation between Cater and Josiah Bunting, III, president of Hampden-Sydney College, on the need to involve faculty from small colleges in discussions on "America's values and purposes," according to a seminar report. Fol-

lowing the format of the Aspen Executive Seminar, the first Wye seminar brought together 20 instructors from five area liberal arts colleges for roundtable discussions in summer 1983. Magill, executive director of the program, offered two seminars in 1984 for instructors nationwide. A National Endowment for the Humanities grant will fund seminars in summer 1985 and 1986, while a ten-member governing council is being established to oversee the project and ensure its continuance.

Faculty Study Primary Sources in Wye Seminar

Faculty representing a wide range of disciplines participate in eight days of discussion and debate on such primary documents as Plato's *The Republic*, Lincoln's First Inaugeral Address, and Martin Luther King, Jr.'s "Letter from the Birmingham City Jail." Each day is devoted to a different theme, such as Our Founding Faiths and Dissent and Effective Leadership. Mornings are spent discussing the themes while afternoons are devoted to examining the next day's readings. Evenings feature guest speakers or musical or dramatic performances.

In addition to the seminar moderator, resource guests—persons from outside the academic world—offer their perspectives on dealing with the issues introduced in the readings on a day-to-day basis. The discussions, according to seminar report, focus on "the relationship between the daily work of the liberal arts teacher and the preparation of young people for effective citizenship."

The seminar, says Magill, "is a solid, intellectual exercise that reminds people of what it is like to be stimulated by others who have good minds, are well read and thoughtful. It rekindles their enthusiasm for teaching in the small college." She reports that faculty members outside history and political science especially enjoy the chance to discuss the readings. The participants are selected by the presidents and deans of the small liberal arts colleges which have been invited to send two to four representatives.

Citizenship has always been the seminar's underlying theme, says Mowat, who emphasizes that this does not mean direct study of politics.

Washington College also has expanded its civic literacy efforts to the wider community through the Domestic Policy Association's (DPA) National Issues Forums. In fall 1984 the college became one of 140 institutions in 41 states to convene a group of concerned citizens to discuss jobs and the jobless, the soaring costs of health care, and difficult choices in environmental protection (see resource listing on the DPA).

These new activities, says Mowat, illustrate a more conscious decision to emphasize civic literacy. She views the college's expanding computer and writing programs as further examples of preparing literate citizens. These efforts are complimented by the government internship opportunities available in nearby Annapolis and Washington, D.C. Mowat believes that small liberal arts institutions such as Washington College, are especially well-suited to the interdisciplinary nature of many civic-related issues. —*P.A.B.*

For more information, contact Barbara Mowat, Dean of the College, Washington College, Chestertown, MD 21620. 301/778-2800, ext. 213.

ADDITIONAL PROGRAMS

University of Alabama, New College

Citizenship-Oriented Seminars

Civic literacy, simply put, is "the ability and the willingness to participate in civic affairs," according to Robert McKenzie, associate professor in the New College at the University of Alabama. McKenzie elaborates: A person has to have purpose . . . priorities within that purpose . . . understanding . . . willingness . . . skill . . . [and] resources in order to be effective. The educational process does quite a bit with understanding a skill; it doesn't, in a focused way, do a lot with willingness."

McKenzie works on the issue of willingness by trying to persuade his students to "conceive of citizenship as part of their purpose in being." To do so he has developed two seminars for New College students: Civic Awareness, and Self, Society, and Success. The former requires each student to select a current public policy issue (e.g., the dislocation of the workforce through economic change, the viability of Congress as a problem-solving body, etc.), and then to monitor coverage of the issue in the general media as well as in more specialized journals and monographs. Seminar participants meet each week to discuss developments in their respective topics of interest, and to present formal information memos. Ultimately, each student is responsible for making a "decision option presentation," much as a think tank or public policy group might develop a white paper. According to McKenzie, this device serves to focus students' thinking by forcing them to evaluate the different possibilities for addressing each issue.

The Self, Society and Success seminar organizes students into teams of consultants to grapple with the social problems of hypothetical Middle City. Students begin the term by reading an account in Lewis' *The Culture of Inequality* of an explosive Middle City council meeting which disintegrates into angry confrontations between citizens and council members. Acting for the moment as journalists, the students then prepare stories on the meeting for television and newspapers. Subsequent seminar discussions and various readings, including Chenoweth's *The American Dream of Success*, help each consultant team develop a strategy for dealing with Middle City's crime, racism, poverty or educational problems.

Both seminars take as one of their purposes the promotion of the students' growth as lifelong learning and problem-solving citizens. McKenzie believes that this growth is "the ultimate function of education in a democracy." His seminars confront

participants with plausible problems and demand that they construct equally plausible strategies for addressing them. McKenzie expects these approaches to show evidence of careful reflection fueled by the knowledge of several disciplines.

New College Stresses Flexibility

The multidisciplinary base is perhaps the key feature of these seminars, in fact, of all New College seminars, according to McKenzie. "Life as it is lived is interdisciplinary," he writes in a position paper on the subject. While not denying the heuristic and organizational value of the traditional academic disciplines, the New College outlook implicitly accepts that the circumstances of the real world stubbornly resist tidy departmentalization.

Begun 14 years ago, the 200-student New College is the University of Alabama's response to the increasing need for flexible pedagogy in a complex world, says McKenzie. It functions as a research forum in educational methods and content and provides a mechanism whereby each student can create his or her own major. While a student wishing to become a medical illustrator, for example, might search in vain through many college catalogs for such a clearly prescribed course of study, constructing it within New College is not only possible, but encouraged. Of course, this flexibility would be useless unless students were strong on initiative and willingness to assume responsibility for their own lives. As a brochure puts it, "a significant degree of motivation and intellectual independence is the most important admissions factor."

Once admitted, every New College student is required to take at least six seminars: two each in the natural sciences, the social sciences, and the humanities, with the remaining course work, about 80 percent, drawn from the university's departmental offerings. (McKenzie's courses satisfy the social science requirement.) A student may apply for admission to New College at any point in his or her undergraduate career, but must complete at least 42 hours of course work while enrolled. Upon completion of requirements, each student is granted a bachelor's degree from New College.

At least one New College graduate seems to have taken the idea of civic duty to heart. In describing how to strike a balance between the responsibilities of self and society, she writes that it ". . . lies in actively engaging the world, never taking anything at its face value, always looking for the unstated premises, the warrants on which arguments rest, and then making decisions on that basis. And teaching [others] to do the same."

—*T.P.*

For more information, contact Robert McKenzie, Associate Professor, New College, University of Alabama, University, Alabama 35486. 205/348-4600.

Austin College

Analyzing Public Policy Decisions

"We now have more questions than answers." This line warms the heart of Gerald Middents, director of Austin College's Contemporary Policy Studies (CPS) program, every time he hears it from students completing one of the program's courses. According to Middents, the objective of CPS is to provide an academic setting in which students are able to experience the inadequacy of "simplistic black and white solutions" to the reality of public policy formation. The program is also designed, according to a program description, "to develop techniques which make the liberal arts approach to education more relevant to contemporary students and society."

CPS, initially labeled "policy research" when it began in the 1970s, was redesigned, after a core curriculum review, to introduce the complexities of policy development through group exercises in the formulation of policy alternatives. CPS courses satisfy the college's social policy, values, and decision-making requirement. Students also may fulfill this requirement through approved group studies, public policy internships, and other approved courses.

CPS courses focus on critical public policy concerns. The CPS Advisory Committee, comprised of both students and faculty, chooses each year's public policy questions. Topics generally deal with "problems affecting humanity on a local, national, or global scale," according to a program description. Courses have included 1984 Election Issues; National Model United Nations; Disarmament, Justice, and Peace; Electing National Leadership; and Food and Hunger Issues.

The courses bring together sophomores, juniors, and seniors in an interdisciplinary examination of the class themes. Faculty members are drawn from a variety of departments; for example, Middents, a professor of psychology, taught the fall 1984 course on Election Issues.

Task Groups Research Issue Facets

Class members form a policy research team that closely examines the course's theme issue. Students break into smaller task groups which research various aspects of the issue. The task groups thoroughly research their topics, presenting in-depth analysis of, and possible (and impossible) resolutions to their assigned areas. In addition to the more traditional approaches to research, the students consult with "public policy decision makers," who have been solicited to act as resource persons for the various courses. 1984 Election Issues, for example, had more than 50 consultants, including professors from various disciplines, attorneys, a state representative, candidates for public office, and a newspaper reporter and editor.

As the course ends, the task groups make final presentations of their policy recommendations before a panel of policy makers who critique and evaluate their work. This presentation is the equivalent of a final examination, although students also are subject to a peer evaluation.

After 12 years' experience with CPS, Middents acknowledges that, although it takes a great deal of commitment from faculty and administrators, the program is an important element in the liberal arts college because of the opportunity it offers faculty and students. "Diversity and differences of opinion are encouraged, expected, demanded in these courses," he says. "Students and faculty are forced to discover and explore, analyze and articulate the different angles and approaches to an issue. What they get in the process, is a respect for each other, and an understanding that there are no simple answers to complex problems." Middents hopes this experience can be transferred to other areas of students' lives.

Middents is encouraged by the outside resource persons who express sorrow that they did not have an opportunity to take a course like those offered by CPS when they were in school. He is even more encouraged by former students who indicated that the course has proven beneficial in their professional and civic lives. He believes that this liberal arts experience offers students an opportunity for the type of learning that is necessary for the survival of a democratic society.

—*R.B.*

For more information, contact Gerald J. Middents, Director of Contemporary Policy Studies, Austin College, Box 1586, Sherman, TX 75090. 214/892-9101.

Alverno College

Requiring Competence in Citizenship

Since the early 1970s, Alverno College has presented its students with an outcome-oriented program of learning, requiring them to be proficient in up to four levels of eight competencies characteristic of liberally educated persons. These competencies are effective communication skills, critical thinking, problem solving, valuing in the decision-making process, effective social interaction skills, ability to manage individual environment relationships, aesthetic responsiveness, and, most recently, effective citizenship.

Commenting on the introduction of effective citizenship, Stephen R. Sharkey, associate professor of sociology, notes that while aspects of civic literacy had previously been contained in a competency called involvement in the contemporary world, the new competency further emphasizes the student's participatory role in the community. "Citizenship is responsibility to one's community," says Sharkey. "It is involvement which is both moral and active."

The first two levels of civic competence focus on the student's understanding of contemporary issues and the realization of her place in the community and society at large. At level one, students must describe their various social roles and demonstrate their knowledge of how such factors as race, ethnicity, class, age, religion, and gender influence those roles. Level two requires students to compare and contrast their world perspectives with those of other social groups.

"At the basic levels," says Sharkey, "the student is beginning to identify herself, situating herself within different public contexts, realizing who she is, and recognizing the different forces operating on her and on those of other backgrounds." Students develop their civic understanding for the first two levels by taking a coordinated sequence of courses in science, arts and humanities, psychology, and social science. Sharkey maintains that this is a way of tying effective citizenship skills back to general education. For example, in an introductory science course, students are expected to, according to the syllabus, "explain how science and its methodology have application in the decision-making processes used by society in dealing with contemporary environmental problems."

To be recognized as competent in these first two levels, each student undergoes an external assessment conducted by faculty, administrators, staff, alumnae, and/or community professionals. The external assessment evaluates, through a written and oral exercise, a student's ability to apply those skills culled during her first two years. It is a simulation in which students must serve as advisers to the mayor of a mythical city. Students are presented with a scenario embedded with social conflict: a large industrial firm wants to put up an installation in the city, the construction of which would adversely affect some groups but economically enhance others.

"The written portion of the assessment requires a student to identify and analyze the salient issues of the situation, noting why they are important for her," says Sharkey. Upon passing the written test, a student can procede to the discussion phase, in which groups of students develop an agenda to promote compromise among the community factions. Sharkey notes that students must utilize all of the analytical skills involved in levels one and two to receive validations of competence.

From Theory to Practice

While effective citizenship competency levels one and two are content-based, levels three and four focus on experiential learning. "All academic departments have experiential learning as a requirement," says Sharkey. "We have tied this phase of effective citizenship to work in the community." Students are urged to participate in projects or programs that are new to them. Sharkey notes that the advanced effective citizenship requirements are flexible enough to accommodate the needs of different disciplines. "In art, for instance," he says, "one of the concerns is that the students understand how their works make a meaningful contribution to the community. Many students get involved in community art agencies, explore aesthetic design issues, and work in public agencies responsible for increasing the profile of artists in the community." Other examples of involvement include students joining women's networking organizations to help improve the condition of women in the economy.

Emphasizing that experiential learning has always been a curricular component, Sharkey says that the new effective citizenship requirements have placed it in proper perspective: "We have always had a commitment to responsibility as an outcome of the college experience. Ideas such as commitment to a better life, a better society, and improved relationships between members of the community are contained in every discipline. Effective citizenship simply coalesces them around specific community-based activities; it gives them a home." —*N.M.L.*

For more information, contact Stephen R. Sharkey, Associate Professor of Sociology, Alverno College, 3401 S. 39th St., Milwaukee, WI 53215. 414/647-3999.

Colgate University

First-Hand Focus on Government

In 1935, Paul Jacobson, the chairperson of Colgate University's political science department, journeyed to Washington, D.C. with a small group of undergraduates to supplement their academic course work with an exposure to the practical side of government. The semester-long practicum introduced the students to the news and policy makers in Congress, the Executive Cabinet, and the Civil Service. Thus was born Colgate's Washington Study Group, which, 50 years later, still makes their annual pilgrimage to Washington, not as observers of Washington rituals, but as active participants called to reflect upon and articulate the meaning of their experience, according to Edgar Shor, director of the group from 1970 to 1983.

The current practicum has been expanded by an additional month (the four-week January special study period) to give students a full five months in Washington. The group's activities include an intensive four-week orientation seminar, two internships (one in the executive branch, the other in Congress), a three-week seminar with various prominent Washington officials, and preparation of an analytical journal. Students receive 15 credits for their participation.

In the spring preceeding the following year's program, potential students are interviewed by the group's director, who, with the entire political science department, reviews each applicant's grades, class participation, interest in politics, and character. The faculty members select 12 to 15 juniors or seniors who will spend their next January and spring term studying the working processes of the national government.

"Students' first month in Washington is critical to the success of the program," says Robert Shepard, the group's current director and a professor of political science. "The students need to be realists. They need to have a perspective and an appreciation

of the intricacies and sluggishness of government in order not to become cynical." Participants spend their first month in an intensive orientation program designed not only to introduce them to politics and government, but to provide an epistemological framework with which they may continually analyze their experience. Shepard selects articles, discussions, lectures, and papers which force the students to distill from their two to three years of political science "book learning" what is useful and meaningful in the real world.

Students Complete Two Internships

While orienting the students to the complexities of government, the director matches the students with a cabinet level department or federal agency for their first six-week internship, which begins in February. During their internships, the group meets one afternoon a week in a seminar session to review their experiences, share insights, discuss problems and issues, and maintain a balanced perspective. The interns serve as quasi-professionals in their appointments, researching background information and preparing reports, covering hearings and handling constituent complaints.

Upon completion of the first internship, the group begins a three-week seminar with Washington leaders. Shepard invites prominent and significant figures from Congress, the executive branch of government, interest groups, and the news media to give presentations on their experiences and responsibilities. Students are encouraged to interact with the guest speakers through question and answer periods.

The second six-week internship follows the seminar. Shepard places students with the staffs of various Senate and House members and congressional committees. They again meet in weekly seminars to review their experiences. As with the earlier internships, students participate in a variety of assignments.

At the end of the semester, students submit journals which they have worked on throughout the semesters. The journals are not diaries but analyses of students' experiences and the organizations with which they have worked. The analyses are based on the internships, readings, interviews and seminar discussions.

The impact of Colgate's program on the civic involvement of students is evidenced by the large number of study group alumni who have taken jobs with the government or with government-related businesses, agree Shepard and Shor. Many of these alumni have indicated that the program was influential in their career decisions.

"Perhaps even more telling," says Shepard, "are the comments of study group members who decide not to follow through with careers in government." Although rejecting such careers, their enthusiasm and interest in politics remains because the exposure to government has helped them realize its great impact in their daily lives. "I think the study group is effective," says Shepard, "in communicating that a democracy requires some form of participation and vigilance by all citizens in order to maintain freedom." —*R.B.*

For more information, contact Robert Shepard, Professor of Political Science, Colgate University, Hamilton, NY 13346. 315/824-1000.

The College of Wooster

Student Houses Aid Community Groups

Recognizing that "one of the best ways of teaching civic literacy is through involving students directly in serving the needs of the broader community," College of Wooster administrators encourage students to work with a variety of volunteer agencies, says Jim Case, director of career planning and placement service. In addition to volunteering with community service organizations on an individual basis, students coordinate group houses devoted to working with a specific agency. During the 1984-85 academic year students have organized eight "program houses," serving such groups as The Big Brother Program; Every Woman's House, a shelter for battered women; and Veterans of Hill Top Villa, a live-in home for disabled veterans.

Dean of Students Ken Plusquellec speculates that Wooster's tradition of community service grows from its roots with the Presbyterian Church and from the number of missionary children who have attended the college. The student-run Wooster Community Action coordinates the undergraduates' participation with service groups. Case describes these activities as cocurricular; volunteer work is not a graduation requirement.

Plusquellec's staff supervises the program houses as one of the college's housing options. Owned by the college, the houses are available for groups of eight to sixteen students. Groups interested in operating a program house must prepare a proposal detailing their weekly volunteer activities and outlining how the house will allow them to better serve a particular community agency. It is not enough for a group of students to propose that each will volunteer with the same agency, says Plusquellec. The group must indicate what they can do with a house that they cannot do if they are spread out in different residence halls. For example, he says, the students associated with The Big Brother program might propose group excursions, picnics on the lawn, and special activities at the house.

A committee of two faculty members, two students, and a member of Plusquellec's staff reviews each proposal. The applicants must have a faculty adviser who has helped write the proposal and who will continue to work with them throughout the academic year. Advisers do not live in the program houses, reports Plusquellec, who notes that the student groups are fairly self-sufficient. Other selection criteria include the group's commitment and ability to carry out the proposed activities, the program's effect on the community, and the activities' impact on students' personal growth and skill development.

Involvement in a program house has several outcomes for students, says Plusquellec. First, is a sense of belonging to a community that is greater than the campus and contributing to the well-being of others. In addition, the weekly responsibilities help develop students' leadership and organizational skills. Finally, says Plusquellec, the program contributes to their career development; experience with social agencies offers an inside look at job opportunities with nonprofit groups and is a useful credential for students planning careers in the helping professions. —*P.A.B.*

For more information, contact Ken Plusquellec, Dean of Students, The College of Wooster, Wooster, OH 44691. 216/263-2435.

Gettysburg College

Freshman Colloquy in Liberal Learning

Beginning with the 1983-84 academic year, faculty at Gettysburg College began requiring that all freshmen complete the Freshman Colloquy, a one-term interdisciplinary course in liberal learning. The colloquy was an outgrowth of a feeling that students were no longer arriving on campus with the same skills their predecessors had had five or ten years before, especially in writing. According to Donald Hinrichs, as-

sociate professor and chairperson of the Department of Sociology and Anthropology, there was also an institution-wide effort in 1982 to begin planning for an expected decline in enrollment; as a result, nearly every aspect of the College's operations was examined. The Freshman Colloquy emerged out of the general ferment triggered by these two forces.

Now in its second full year, the program "assembled the entire freshman class and faculty from 13 departments in a joint effort to examine critically argumentation in a variety of texts, to use these arguments as a catalyst for class discussion, and to practice those writing skills which help students develop and enhance their own points of view," according to a summary memorandum written in August 1984. During both years of its operation, the Colloquy has taken Justice and Social Responsibility as its theme.

For Hinrichs, who teaches in the program and helped create it, the emphasis "on the development of skills . . . is very dramatic." It goes beyond writing to include critical thinking and oral communication as well—something he believes no other course at Gettysburg does to the same degree. "In other courses, it's the content and the discipline that take the priority," he says.

Gettysburg is currently on a four-one-four academic schedule, and the colloquy is one of nine courses required of freshmen during their first year. About 70 to 80 percent must also take a freshman writing course, but students are strongly discouraged from taking both in the same term. Hinrichs says the poorer writers are usually steered into the writing course in the fall term, leaving the colloquy until the spring.

Each colloquy student spends the term with approximately 15 peers and one faculty member, who could represent nearly any discipline: biology, chemistry, Spanish, sociology, etc. Seminars meet three times per week. All colloquy students are periodically convened for plenary sessions as well, which generally are given over to outside speakers. Attendance may also be required at selected on-campus plays, movies, or other events. Students prepare for seminars by tackling a variety of readings, including selections from Aristotle's *The Nicomachean Ethics*, More's *Utopia*, and Martin Luther King's "Letter from the Birmingham Jail." In-class time is spent in analysis and discussion of the material, and in writing.

Writing Stressed in Colloquy

Colloquy instructors emphasize the importance of good writing. The syllabus states that writing is "at the heart of learning that lasts" and that "we write in order to discover what we have to say." Grades depend heavily on the students' written assignments, which are commensurately heavy: five three-to-five page papers and five revisions. Hinrichs says the students tend to view the colloquy as a writing course, though faculty stress its value in promoting critical thinking.

Most colloquy instructors are full-time faculty members, a situation made possible in part by the receipt of a one-year grant from the Exxon Education Foundation. Gettysburg had begun the program with its own resources, but the additional funds permitted the release of more full-time staff to teach seminar sections. The money also permitted some faculty development in the form of workshops, of which some were "home grown" and others conducted by outside specialists. (Bard College, for example, was asked to run a workshop on using in-class writing as a teaching tool.) Participating faculty continue to meet weekly to discuss current progress and the upcoming week's work.

Hinrichs believes the colloquy has been something of a revelation for many of the teaching staff. "A lot of us are re-evaluating how we teach. I was a lecture/discussion person, [but now] I'm implementing in-class writing, discussion groups and everything else in my upper level courses. It's been terribly exciting for me — I've been teaching since 1968, and I needed some renewal."

Hinrichs says the Freshman Colloquy "develops certain skills that make for good citizens." "It gets [students] to think about some issues very seriously. They begin to see how people have always thought about these issues, and that there are no necessarily right answers. These issues have to be dealt with; we can't put them aside." —*T.P.*

For more information, contact Donald Hinrichs, Chairperson, Department of Sociology and Anthropology, Gettysburg College, Gettysburg, PA 17325. 717/334-3131.

University of Maryland

Challenging Students to Think Contextually

To challenge students to think about the world in deeper and more complex ways, the University of Maryland introduced an upper level course requirement in 1980 as part of University Studies, its general education program. In their junior or senior year, students must take one course in a category called Analysis of Human Problems. Offered in many departments and designed specifically for this requirement, the courses are interdisciplinary in nature. They all have prerequisites but must be taken outside the student's major field. A sampling of course titles illustrates the wide range of problems studied: Nationalism in the Middle East; Law, Morality and War; Scarcity in Modern Society; Different Views of the Chesapeake Bay; and Research Problems in Medicine, Health and Culture.

The courses relate to civic literacy in two ways, according to Sharon Rubin, assistant dean for undergraduate studies. First, they pose questions that students will have to deal with as citizens, as workers, as spouses, and as parents. Second, they are designed to give students the intellectual skills they need to grapple with these problems. More and more, Rubin says, the faculty sees this approach as a way of helping the students to move away from the dualism that leads them to view issues in terms of right and wrong, good and evil. Instead, the courses teach them to deal with context and competing viewpoints. Courses may be given as seminars or lectures, but in all cases, ample time and opportunity are allowed for students to discuss and engage the issues.

Culture and Mental Disorders is one Analysis of Human Problems course that students have found especially challenging, according to Rubin. It deals with the issue of sanity and mental illness across cultural lines and shows how the definition of normative behavior and what is mentally deranged can vary widely from culture to culture. Students who are not used to contextual thinking find this difficult, because they think that what is true in our culture must be true everywhere. In addition, Rubin points out, the tools of anthropology, psychology and sociology are brought to bear on the issue of mental illness in intriguing ways.

Moral responsibility is the central issue in a history course entitled Authority and Freedom, a Problem in Western Civilization. The course poses the question of where one's moral responsibility to society ends and duty to one's own conscience begins. Students explore the problem in the ancient Mediterranean world, the modern totalitarian state, and the United States. Readings include *Antigone*, the *Acts of the Apostles*, *Gulag Archipelago*, the trial of Adolph Eichmann, and the case of James v. the Addison School Board. The students are challenged to re-

late different historical periods, different kinds of cultures and individuals, and different kinds of societal issues. Students can't "wiggle out," says Rubin. "Something so diverse catches almost every student, and that is one of the intents, to give courses that are so contextually complex that the students have to engage the material."

Human Problems Complement University Studies

Human Problems courses are part of a larger Advanced Studies requirement. In their junior or senior year, students must also explore in some depth a field outside their major through a Development of Knowledge course. These courses focus on the way a discipline reaches its basic assumptions, the kinds of questions it studies, and the ways it goes about exploring these questions. The Hebrew and Oriental languages department, for example, offers a course called Reconstructing Ancient Civilization, the Case of Mesopotamia. It examines the ways in which we learn about an ancient culture when all that remain are a few scraps of paper and pottery.

Advanced Studies courses are, in turn, part of the broader University Studies program introduced in 1980 as an updated general studies plan. The program has three parts. In Fundamental Studies, students must take one math course and two writing courses to provide the basic tools for university study. In Distributive Studies, students must take courses in each of four academic areas: culture and history; natural sciences and mathematics; literature and the arts; and the social and behavioral sciences. Finally, Advanced Studies courses expand the students' thinking processes.

All courses in the program are designed with a general studies intent and approved by the University Studies Program Committee. Any department may submit a course proposal, complete with description, syllabus, and sample examination questions. The committee, composed of faculty from all divisions, the dean for undergraduate studies, and students, examines proposals carefully. Before making a decision, the group holds intensive intellectual discussions about whether a course appears to serve a general education purpose.

The committee is especially proud of the Advanced Studies courses, feeling that they really shake the students up, that they engage them in dealing in complex ways with some important issues. And this, says Rubin, "is what college is all about."

—*M.R.*

For more information, contact Robert Shoenberg, Dean for Undergraduate Studies, Room 1115, Hornbake Library, University of Maryland, College Park, MD 20742. 301/454-2530.

Ohio State University

Heightening Public Awareness of Technology's Societal Impact

Ohio State University's Battelle Endowment Program for Technology and Human Affairs was created with a grant from the Battelle Memorial Institute in 1975 to interpret and publicize the problems and accomplishments of technology. The institute, a development of Battelle Laboratories, specializes in various types of research—scientific, technological, sociological—and its perpetual endowment to Ohio State allows the university to sponsor events promoting public awareness of technology's impact on society. A faculty committee appointed by the provost is responsible for recommending and organizing such annual events. "Education is for the public good," says Emmanuel Rudolph, professor of botony and member of the faculty committee. Informed citizens, he maintains, are better equipped to handle the changes that technology makes upon society.

Over the years, the Batelle Endowment Program has evolved into a lecture series, with distinguished speakers coming to campus to interact with students, faculty, and community people. Rudolph stresses that although the Battelle Endowment Program activities must always incorporate some aspect of technology, the emphasis is not on pure science. "We do not bring scientists to campus to talk about their research," he says, "rather, we ask our lecturers to explain what their fields of research mean to society in general."

Corresponding program topics to their related disciplines, the faculty committee invites the appropriate college or department to host the speakers, while the Battelle Endowment funds the public lectures pertaining to science and technology. Rudolph notes that the lecture topics have varied greatly, ranging from genetic engineering to computers and cultural revolution. In 1984, a Battelle Endowment grant secured speakers from around the world to take part in a larger program on Orwell sponsored by the College of Humanities. The three-day conference entitled "1984: Vision and Reality, George Orwell's *Nineteen Eighty-Four* and Its Implications for Life Today," brought together more than 100 scholars who examined the technological, literary, and cultural impact of the modern classic. Speakers addressed such issues as sexuality and reproduction in a technological society, and medical technology and the preservation of life beyond natural limits.

Computers, Technology, and Art

The 1985 focus is "Engineering in Art," held by the College of the Arts, which is hosting five lecturers at different times throughout the year. "Engineering in Art," says Rudolph, "deals with the use of computers and other technologies in such fields as commercial and fine art." He notes that while one of the purposes of the program is to show the business community how computers can be used to enhance its products, another is to make the public aware of the insidious uses of technology. Computer graphics can be used as a manipulative device, he says, creating images to make people believe things that are not true.

"Genetic engineering, the use of computers for propaganda, nuclear power—all these can affect our daily lives," says Rudolph. "We are trying to alert the general public about the need to understand the potential of technology to alter our world and our way of life." Relating the Battelle Endowment Program to Ohio State's mission, Rudolph says that "the university's mission is education, and that is what the program is all about. It supplements Ohio State's mission with a special mission—translating and amplifying technological problems and achievements as they relate to human activity."

Maintaining that the lectures are generally well-attended (300 to 1,000 people), Rudolph emphasizes the necessity of continuing the consciousness-raising efforts, and notes plans to use endowment funds to train faculty to examine the social issues in science and technology. "We have gone through various historical stages where people were positively inclined toward scientific and technological development," he says. "Then, we have gone through a stage of disillusionment, and I think you have to tell people that science and technology by themselves can be positive or negative. It depends upon how they are implemented—and they are implemented by society." —*N.M.L.*

For more information, contact Emmanuel Rudolph, Professor of Botony, 108 B & Z Building, Ohio State University, Columbus, OH 43210. 614/422-8952.

Texas Christian University

Internships in the Nation's Capital

Since 1978, Texas Christian University (TCU) has sent ten to eighteen juniors and seniors each fall to Washington, D.C. to take part in full-time internships in Congress, media, international affairs, economics, and other professions. Those selected for fall 1985 include students in English, advertising and public relations, mathematics, economics, graphic design, journalism, and neuroscience.

The TCU internship is administered through the Washington Center, a D.C.-based nonprofit organization that provides recruitment, placement, housing, and evaluation services to approximately 400 affiliated colleges and universities. The Washington Center does not grant academic credit for internships but requires affiliate campuses to do so. Students at TCU receive 15 hours in political science, or a distribution of hours among two or more fields.

Recruitment for the TCU internship involves newspaper ads, brochures mailed to students, and general information meetings each semester. Students also visit Eugene J. Alpert, associate professor of political science and faculty supervisor of the TCU Washington Internship Program, for additional information.

To be selected, students must complete a TCU application form, write an essay, and have an interview. Students thus screened must then complete a formal application through the Washington Center. "Because we have screened them in advance, they have always been accepted by the Washington Center," says Alpert. "We try to select only those students with a clear sense of purpose or those who are self-disciplined and have the academic background necessary to help them decide what they would like to do."

Students apply for the internships the previous fall and are selected by the end of that semester. During the spring semester students attend a weekly non-credit seminar that prepares them for their internship through three major activities. The first part is spent completing the Washington Center application form. "Even though we have already screened them," says Alpert, "we get them to rethink their interests and goals and reevaluate their decision before the Washington Center's April 1 deadline."

The second activity revolves around the kinds of office skills or professional duties that might be required of an intern, and how to make the most of the internship experience. During the third activity students learn of the many cultural and social opportunities in the Washington area, including the historical sights and details on how to use the bus and subway system.

Students fill out a values survey both at the beginning and end of the spring seminar and complete it a third time upon their return from the fall internship. According to Alpert, the survey is designed to show students any changes in their values and examine their perspective on their own lives and how they perceive others.

Students generally work a 35- or 40-hour week at their Washington internships. They are required to keep a biweekly journal of their activities and write a final paper after the internship is completed. In addition, all interns are required to enroll in a weekly evening seminar sponsored by the Washington Center. Recent seminars have included Latin America and International Politics, Arts and the City, and Business and Ethics.

Students Gain Self-Confidence

Self-confidence is the most important element gained through the TCU internship program, according to Alpert. "Students realize they do have many skills and interests and that they can direct their energies toward particular goals," he says. "They become more disciplined and aware of the opportunities available to them and how to take advantage of them."

As part of the continuing evaluation process, Alpert visits the interns in Washington two to three times each fall to determine that the student is doing work worthy of academic credit. Another important aspect of intern evaluation is the debriefing session that occurs on the TCU campus in the early spring following the fall internship. Students are required to spend at least one semester on campus following the internship. "Returning students sometimes find that their friends have made new friends or that no one on campus seems interested in what they did in Washington," says Alpert. "The debriefing process allows me to assess how students are adjusting to life back on campus."

The debriefing is a formal session in which the student provides Alpert with a 500-word statement of their evaluation of the overall internship program; Alpert uses this to refine the program for the future. Alpert then makes sure that the student has met all the program requirements, informs him or her of any deficiencies, and tallies up the student's grade.

Describing Washington as "ten square miles surrounded by reality," Alpert says that citizens need to understand the culture of Washington. "It is important to understand the timeliness of information and how people in Washington gain and use it," he says. "No matter what profession students are going to be involved in, they need to know how the national government works. The internship program allows students the opportunity to find out first-hand." —*S.H.*

For more information, contact Eugene J. Alpert, Associate Professor and Faculty Supervisor, Washington Internship Program, Texas Christian University, Box 32873, Fort Worth, TX 76129. 817/921-7395.

Vanderbilt University

Fulfilling Community Needs in Appalachia

Defining "health" as the state of physical and mental well-being, Vanderbilt University's Center for Health Services provides student assistance to low-income communities that have environmental and health needs. "We have three goals: to have students provide a specific service to a community group, to assist a community group in fashioning a response to a local problem or need, and to provide an important learning experience for students," says Richard A. Couto, director of the center.

Created during the campus unrest of the 1960s, the Center for Health Services currently involves 50 to 60 students each summer in various projects. About half are Vanderbilt undergraduates and half are from other institutions. While students receive no credit, they do receive small stipends for their full-time work in communities from west Tennessee to West Virginia.

The center's primary activity has been the Appalachian Student Health Coalition. The Coalition—staffed by nursing and medical students, liberal arts students, and supervising physicians—conducts summer health fairs for up to two weeks for residents of mostly rural areas. The community provides a location for the health fair, and students live with local residents during the time they are in the community. Residents receive free physical examinations, immunizations, and blood tests.

Some students remain in the community and help local lead-

ers establish a primary health care center or a health council to solve their own health care problems. "The purpose is to help local people organize around local needs and devise solutions to those needs," Couto says. The traveling clinic returns to the community near the end of the summer to follow up on any medical tests given or referrals made to the residents.

Students Analyze Environmental Hazards

Another project of the Center for Health Services is the Student Environmental Health Project (STEHP). Students spend the summer, at the invitation of a local organization, helping communities with particular environmental issues or concerns. A law student recently helped one community prepare a citizen action suit against a company accused of water pollution. Two students' report on a county landfill near an old PCB dump assisted residents in developing plans for disposing of the county's non-hazardous waste. Three medical students and a liberal arts student developed a survey to assess possible occupational health hazards to employees of a local union. "Our work represents a partnership between university resources and community leadership," says Couto. "Students provide skills, energy, and full-time attention to a need at least during the summer months."

STEHP students also have developed a laboratory on the Vanderbilt campus where communities can send water and soil samples and receive a preliminary analysis of the content. If contaminants are found, the residents are advised to have other samples tested by a certified laboratory. "We have helped groups participate more effectively in public hearings and get action from public officials based on information they have accumulated themselves," Couto says.

According to Couto, civic literacy for students is fostered in the growing awareness of the need for service learning opportunities. "We provide a window through which students can look off campus and into the community and get some sense of their relationship to society," he says. "If universities want to produce active citizens, they have to find ways for students to exercise that role while still in school. Students do not become concerned citizens upon graduation through some magic transformation. Service learning as we practice it at Vanderbilt is an advanced expression of civic literacy." —*S.H.*

For more information, contact Richard A. Couto, Director, Center for Health Services, Vanderbilt University, Nashville, TN 37232. 615/322-4773.

RESOURCES

Association of American Colleges. *Conference Report of the 69th Annual Meeting, Washington, D.C., 1983.* Washington, D.C.: AAC, 1983.

Taking the theme "Liberal Learning with a Civic Purpose: Public and Private Responsibilities," the AAC meeting addressed how colleges and universities can prepare graduates who can deal with the challenges of the twenty-first century, recognizing that today's students often disregard the skill and knowledge necessary for effective citizenship in their pursuit of specialized degrees. Articles report on formal addresses by Keynote Speaker Shirley Hufstedler, former Secretary of Education; Florence Skelly, president of the social science research firm of Yankelovich, Skelly and White, Inc.; Marian Wright Edelman, president of the Children's Defense Fund; and Robert Ray, former governor of Iowa, detailing the speakers' perspectives on civic literacy. For example, Skelly advised encouraging students to be conscious of civic responsibility, whatever its current definition and including an "understanding of human conditions," in the curriculum. Discussion of panels on such topics as nuclear policy, science literacy, multicultural and international perspectives, and cocurricular activities promoting civic literacy, is included.

Butts, R. Freeman. *The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.* Bloomington: Phi Delta Kappa Educational Foundation, 1980.

Butts is struck by the trend toward private interests taking place in the 1980s; concern for self has replaced concern for the public good. Young people, he says, feel little obligation to take part in the political system. He contrasts pluralists (who "seek moral authority and legitimacy for education in the many different communities that serve to bind individuals and groups together on the basis of religious, racial, ethnic, linguistic, or cultural unity") with civicists (who "seek the principal authority and legitimacy for public education in the common civic or political community"). Civicists, says Butts, believe that public education has the responsibility for instructing students in those values set forth in the Constitution, Declaration of Independence, and Bill of Rights; such values work to maintain and improve the democracy. Tracing the development of the idea of citizenship from Greek city-states to the modern West, Butts asserts: "We need to remind ourselves of the historic meaning of the idea of citizenship and the historic efforts of public schools to make it a reality." He believes that the values of democratic citizenship should form the core of a curriculum designed for the educated citizen. Students, he says, should be instructed in the following value concepts, which would be used as an intellectual framework to guide the development of civic education programs in schools: justice, freedom, equality, diversity, authority, privacy, due process, participation, personal obligation for the public good, and international human rights.

Butts, R. Freeman, guest ed. *Journal of Teacher Education.* Washington, D.C.: American Association of Colleges for Teacher Education, November-December 1983.

Exploring the civic education of the American teacher, this special issue, co-sponsored by the Kettering Foundation, is a collection of essays written from a variety of academic perspectives, including history, psychology, law, public administration, and minorities. Authors maintain, among other assertions, that: all those in education should participate in formulating education's civic purpose, students must be exposed to the values of our democratic heritage, technology has influenced moral and political deliberations, teachers should be aware of the power of the media as civic educators. Other topics covered include civic education and constitutional law, education for public virtue, and the effect upon minorities of the civic education of teachers. This issue, notes Butts, is timely and urgent because the civic education of teachers has been a subject largely ignored. Teachers who understand civic values, he says, "will be better able to educate *their* students to become effective and responsible citizens—presumably the prime purpose of universal schooling in a democratic republic."

Cleary, Robert E. *Political Education in the American Democracy.* Scranton: Intext Educational Publishers, 1971.

As a result of examining the process of political education in

American schools from the perspectives of political philosophy, political socialization, and the nature of learning, Cleary concludes that students' capacity to analyze public problems is essential to responsible citizenship. Methods of teaching should be used to foster students' analytical abilities because, says Cleary, "the central purpose of political education in a democracy must be to contribute to the fullest possible development of the individual by giving him every opportunity to expand his ability to analyze public issues in a rational way." Cleary explores such topics as American values, the concept of "the good life," patriotism, respect for human dignity, political orientations of the young and how they are formed, and the role of the school in political socialization.

The Danforth Foundation and the Institute for Development of Educational Activities, Inc. *Education for Responsible Citizenship: The Report of the National Task Force on Citizenship Education*. New York: McGraw-Hill Book Co., 1977.

The National Task Force on Citizenship Education was developed in 1975 by the Danforth and Kettering Foundations to improve citizenship education and to heighten young people's awareness of their civic responsibilities. In his introduction to the report, Task Force Director B. Frank Brown notes that "an abundence of research data indicates that the nation's young people have scant knowledge about the responsibilities of citizenship or how to become involved in government. . . . a major purpose of this report is to point out that a fundamental societal dilemma exists which must be resolved if the nation is to attain its goals." Task force advisory and project committee members list 21 recommendations for strengthening civic education. These included: broadening citizenship education courses from a study of government and economics to encompass such topics as human rights and responsibilities, and ethical values; encouraging a national effort in the field of civic education; and making students aware that their responsibilities are as important as their rights. The report also contains chapters written by committee members on such subjects as Citizenship Education Through Participation, The Crisis in Civic Education, and Historical Perspectives on Civic Education in the United States.

The Domestic Policy Association (DPA). 5335 Far Hills Avenue, Suite 300, Dayton, OH 45429. 513/434-7300. Suzanne W. Morse, program officer.

DPA is a network of more than 100 nonpartisan organizations that conduct local public forums on three domestic themes chosen annually by its members. By examining domestic concerns, the National Issues Forum, as it is called, is designed to provide better ways for citizens to learn about national issues, become involved in public choices, and share their views with local and national officials. The 1985 themes will be welfare: defining its purposes and limits; tax reform: principles and proposals; and the American public and Soviet relations. Participants receive issue books on each theme, detailing different perspectives and approaches to the forum problems. The results of each local forum, revealed, in part, by questionnaires filled out by participants, are shared with local, state, and national officials. The national results are presented at an annual conference at a selected presidential library, during which a teleconference setup allows participants from across the country to discuss the issues with the policy makers in attendance. Colleges and universities, as well as libraries and churches, among others, can convene local forums. DPA provides training on establishing local steering committees, arranging forum formats, and moderating the sessions. There is no fee for joining DPA, although membership requires sponsorship of at least one forum.

Fletcher, C. Scott. *Education for Public Responsibility*. New York: W. W. Norton & Co., Inc., 1961.

A collection of speeches and essays submitted to the Fund for Adult Education's 1959 competition for the best articles on education for public leadership, the works of the authors were published because, says the editor, the fund believed "they diffuse light on wider areas of concern, both about education and about the human condition." Included in this volume are articles by Henry A. Kissinger, Margaret Mead, and Adlai Stevenson. Arranged under the headings of purpose, education, and education in action, the articles focus on a variety of subjects related to citizenship: the requirements of responsible self-government, the qualities of leadership, the potential of business to positively influence public participation, and the relationship of liberal education to democracy. The different philosophies of the authors notwithstanding, says the editor, all of the essays "share commitment to the values of a self-governing society, concern about its future, and a passionate desire that free men and women continually discover and develop their capacities to the fullest in the responsible use of their freedom both as persons and as citizens."

The Forum for Liberal Education.

Since its inception in 1977, *Forum*, the Association of American Colleges' newsletter on curriculum innovations, has chronicled the different ways colleges and universities approach common concerns. A recurrent theme has been how institutions ensure that their graduates are well-prepared for their careers, civic responsibilities, and personal lives. Issues have focused on the need for all students, regardless of major, to be scientifically and technologically literate and be aware of the roles and perspectives of various cultures and nations. Implicit attention has been given to how these qualities help students become responsible participants in a democracy. Issues of special interest are Programs for Intercultural Understanding (January 1979), Understanding Public Policy Programs (March 1979), Innovations in Science Teaching (February 1980), Foreign Language and International Studies (October 1980), Technological Literacy and the Liberal Arts (December 1980), Science Literacy for all Students (November/December 1981), Peace Studies (March 1983), and Internationalizing the Curriculum (March 1984). Copies of these issues are available for $3.25 each (prepaid) from *Forum* Sales, 1818 R St., N.W., Washington, DC 20009.

Hill, Barbara Ann, ed. *Liberal Education*. Washington, D.C.: Association of American Colleges, Winter 1982.

A special issue of *Liberal Education* co-sponsored by the Kettering Foundation, this publication focuses on the civic purposes of liberal learning. Authors who contributed to this issue included R. Freeman Butts, David Mathews, William F. May, and Mark H. Curtis. The compilation of essays, collected to stimulate public thought about the social contexts of higher education, explore such areas as the historical basis of liberal arts as civic arts; factors that dissuade public participation, such as technology and lack of equality; and ways to encourage citizenship, such as instruction in democratic values. The authors of these essays, notes the editor, "see 'community' as a goal requiring active participation from us all."

Janowitz, Morris. *The Reconstruction of Patriotism: Education for Civic Consciousness*. Chicago: The University of Chicago Press, 1983.

Janowitz maintains that "the long-term trend . . . has been to enhance citizen rights without effective articulation of citizen obligations. To restore a meaningful balance between the two is . . . the core issue of citizenship and citizen education." Analyzing the origins and trends in American civic education and assessing its problems today, Janowitz traces the decline of civic education to the period after 1945, at which time, he asserts, "intellectuals" and teachers focused too heavily on immediate political trends instead of creating for their students an educational framework based on long-term trends to help them understand the American experience. Exploring such areas as the socio-political conception of citizenship, institutions of civic consciousness, and mass education and acculturation, Janowitz notes that citizenship is not an abstract idea, but rather one "loaded with concrete, specific meanings which reflect the changing content of political conflict." Janowitz sees the content of citizenship as a group of enduring political, social, and economic problems evolving from the time of the Greek city-states, but points out that while great efforts have been made to elaborate upon citizen rights, clarification of citizen obligation has been ignored. He believes this to be a serious problem, given that, "narrow economic self-interest does not account for the positive role citizenship played in the development of democratic political institutions and practices." Students, he proposes, must understand that "citizenship rests on some elements of group obligation."

The Kettering Foundation. 5335 Far Hills Avenue, Suite 300, Dayton, OH 45429. 513/434-7300. David Mathews, president.

Established as an operating foundation in 1927, the Kettering Foundation coordinates projects in such areas as public policy formation, governmental problem solving, unofficial diplomacy, and educational reforms. It does not award grants but works through networks of like-minded organizations to confront issues of common concern, aiding the development of such activities featured in this issue of *Forum* as the Wye Faculty Seminars, the Ohio Wesleyan National Colloquium, and the Syracuse University Center for the Study of Citizenship. Kettering is coordinating a series of invitational meetings called the Civic Arts Conversations "to review what is being written and done to develop the civic literacy, intelligence, skill, and values of the next generation of citizens and leaders." Summaries of these meetings are available from Suzanne W. Morse, program officer. Three times a year the foundation publishes the *Kettering Review*, a journal of "ideas and activities dedicated to improving the quality of public life in the American democracy." Annual subscriptions are $7.50; sample copies are available from the foundation.

O'Donnell, Francis J. "Civic Literacy." *Humanities* September 1983, pp. 14-15.

This article discusses a University of Oklahoma (Norman) continuing education program sponsored by the National Endowment for the Humanities to teach students to become "better informed, more thoughtful citizens." The nine-month course, which began in October 1983, was designed to aid students, including teachers, lawyers, and journalists, in understanding theories that underlie the American political system. Focusing on readings ranging from Artistotle's *Politics* to Joseph Heller's *Catch-22*, the course sought to instruct students in critical thinking, using the classics to help them "teach themselves about major issues of the day." Topics covered included the nature of the Constitution, technology as a problem of civic literacy, the one and the many, and the paradox of freedom.

Parsons, Cynthia. "National Service for All." *Phi Delta Kappan* 65 (1984): 688-689.

A democracy requires more than an informed citizenship developed through free public schooling, says Parsons; it requires participation. She recommends establishing a national service program which would require everyone to complete two years of service in a government agency or nonprofit private sector of their choice between the ages of 16 and 26. Benefits would include better schooling for all as schools would be forced to prepare all graduates for national service, better counseling for high school students as counselors and volunteers from the national service program would help all students determine their best course of action, and better follow-up on each school's success and failure in preparing students. Parsons believes national service would be especially effective in helping those graduates who do not know what to do next learn good work attitudes and basic thinking skills, as well as the joy of service.

Thompson, Dennis F. "Political Theory and Political Judgment." *Political Science*, Spring 1984, pp. 193-197.

Thompson maintains that an important part of the education of citizens is learning how to exercise political judgment—making the connection between principles of theory and the policies of government. He recommends that the traditional texts of theory continue to be studied but advises analyzing actual decisions and policies in light of political principles. Thus students might examine the principles behind such national situations as the decision to enforce desegregation at the University of Mississippi or such local issues as a city personnel director's hiring practices. The illustrations should be real or represent real situations, convey the complexity of most circumstances, and force student to recognize that few situations allow the straight-forward application of ideal principles.

Forum Editorial Policy

The Forum for Liberal Education focuses on a topic of importance to the higher education community in each issue. It does not endorse or evaluate programs but rather describes the ways in which colleges and universities are addressing common concerns. The staff is interested in learning about your activities. If your program is chosen for inclusion in an issue a staff member will interview a contact person at your school and write the article. Tentative topics for the 1985-86 academic year include

- Communicating the Value of Humanities
- Cooperative Activities with Business
- Campus efforts that already address the concerns raised in AAC's "Integrity in the College Curriculum," the report of its Project on Redefining the Meaning and Purpose of Baccalaureate Degrees

If you would like your activities considered for inclusion in an upcoming issue, please contact Peggy Ann Brown, *Forum* Editor, AAC, 1818 R St., N.W., Washington, DC 20009. 202/387-3760, ext. 30.